DOCUMENT RESUME

ED 048 284 TE 002 281

TITLE	Elective English Curriculum.
INSTITUTION	Palm Springs High School, Calif.
PUB DATE	71
NOTE	48p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	African American Studies, Composition (Literary), *Course Descriptions, *Curriculum Guides, Educational Objectives, *Elective Subjects, *English Education, Language, Literature, Schedule Modules, Secondary Education

ABSTRACT

This document contains course descriptions of 37 elective English courses divided into five levels for sophomore, junior, and senior high school students- the higher levels having more difficult reading and more demanding work, and requiring better writing skills and more independent study habits. An explanation cf the composition, grammar, reading, speech, and study skills needed by students for each of the five levels is presented in order to facilitate student placement. Detailed descriptions, including course objectives, content outlines, modular schedule, teaching procedures, and specific materials used, are provided for six courses: language workshop I, comprehensive English (honors), Afro-American literature, independent study laboratory, contemporary literature, and advanced placement. (DD)

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ED048284

TE 002 281

ELECTIVE ENGLISH CURRICULUM

Palm Springs (Calif.) High School

1970-71

In the course outline, you will notice that courses have been divided into levels. The higher level courses are ones which are more demanding in work required, have more difficult reading to do, need better writing skills and which require more independent study habits.

COURSE DESCRIPTION

LEVEL I COURSES		DURATION
110	INDIVIDUALIZED LANGUAGE WORKSHOP I	Year

A course for all students of any grade who have skill deficiencies but especially for those entering sophomores whose reading and writing skills need development before they can profit from elective courses. Students have an opportunity to analyze their own language deficiencies and work to correct and revise own work. Teacher and peer help on an individual basis. Program materials available. Movement to Comprehensive English possible during the year. Traditional scheduling.

111	VOICES IN LANGUAGE AND LITERATURE	Year

Skill building program silimar to Course 110 but more discussion and work with thematic units combining reading, composition and language development skills. Movement to Comprehensive English possible during the year. Traditional scheduling.

112	COMPREHENSIVE ENGLISH	Year

General language program combining: study of the nature of the English language; intensive grammar and composition units; study of the novel and poetry with emphasis on the novel in world literature; unit on Shakespeare; opportunity for frequent group discussion. This course is designed for entering sophomores who have no particular skill problems and who need comprehensive preparation for the elective program. Flexible scheduling.

113	INTRODUCTION TO LITERATURE	Semester

Themes of high interest level to youth will be selected for reading, discussion and composition. Students will work with short story, drama and poetry from all different periods of time, especially modern. A variety of paperback books will be studied to develop the ideas considered. This course will be good preparation for advanced level literature course

114	COMPOSITION I	Semester

A beginning composition course for those desiring to improve their writing skills. The course will include practice in writing various types of sentences, development of the paragraph, writing of description and report, writing for different audiences and finding the right words to express feelings and ideas. There will be some opportunity for creative writing: 110, 111, or 112 is prerequisite.

115 ENGLISH AS A SECOND LANGUAGE Year

Individualized course in basic English, using tapes, films and other materials. Students who speak a foreign language will be assisted in their mastery of English. All students who do not have a good working ability to speak, read and write English should be programmed into this course. Englis credit limited to one year.

116 CORRECTIVE READING Semester-Year

Individualiz ed program permitting student to analyze his particular reading problem and work to increase rate, comprehension and attack skills. The course should be taken by students who are reading two or more grades below grade level.

117 PERSONAL COMMUNICATION Semester

A speech development course which encourages students to help each other to open up freedom of oral expression. There will be frequent group discussion of subjects highly interesting to youth; impromptu speaking with group critique; opportunity for panels and informal debate. The course will motivate and encourage students to speak easily around others and to become active and concerned members of the community, willing to share their ideas and listen to differing opinions.

118 FUNDAMENTALS OF SPEECH Semester

A course to develop oral skills of communication in the student. The student will learn effective voice and body control; he will practice a variety of speech situations such as speaking as a member of a group, as a presenter and as a contestant. This course will prepare the student to improve his image with others in whatever speech situation h finds himself and is fundamental to all other speech work.

160 JOURNALISM I Year

A course to teach the fundamentals of journalism. Students will learn general composition skills as well as the special skills of news writing. Students will be responsible for producing an edition of Smoke Signals and will be prepared for working on the staff of the school paper.

161 CHIA Year

Workshop course to prepare the school annual. This is an extra elective course which may not be used as a substitute for any part of the four semester English requirement.

170 STAGECRAFT Year

Study of all technical areas of stage production. Students should be prepared to accept crew assignments on Palm Springs High School presentations as well as to prepare written and graphic projects in scenery construction. No English credit is given for this course.

LEVEL II COURSES

120 COMPREHENSIVE ENGLISH Honors Year

General language program combining: study of the nature of language; history of English; study skill development; intensive grammar and composition units; study of novel and poetry with emphasis on the novel in world literature; unit on a Shakespeare tragedy; opportunity for frequent group discussio Materials chosen are more challenging than those for 112. Only soph. students with superior language skills, who are reading above their grade level and who have been recommended by their ninth grade English teachers will be admitted to thi course.

121 AFRO-AMERICAN LITERATURE Semester

The rich and varied body of literature created by black Americans is examined from the early folk literature of the South to the writing of today. The novel, poetry, essay and biography will be studied as to form and content. Some of th authors to be considered are Frederick Douglass, James Weldon Johnson, Richard Wright, Langston Hughes and Arnold Bontemps.

122 COMPOSITION II Semester

This course is designed to give the student the basic skills of expository writing. The student will be taught to analyz a topic and develop it into a five paragraph essay, and he will have an opportunity to write a variety of essay types. Sentence structure and language usage will be taught as adjuncts to good writing. One course in composition is required of all college prep-students.

123 CREATIVE WRITING Semester

A writing laboratory for the development of individual style; study of professional and student samples of writing; the writing of all types of short creative works--the vignette, the monologue, the dialogue, the informal essay, the short story and verse. Assignments will be individual, governed by the interests and ability of each student. Only students who are already motivated to write should enroll.

124 EXPLORING THE FILM — Semester

A study of the motion picture as an art form which enables man to express himself creatively and to communicate with others. Historical development of movies will be considered briefly. Current movies will be viewed, discussed and criticized. Course will have one long viewing session each week and two small group sessions for discussions and projects.

125 DEVELOPMENTAL READING — Semester/Year

A course for students who are reading at grade level or one grade below potential grade level who want to increase their reading rate and comprehension. Reading laboratory, tapes, programmed materials are used in an individualized program which meets the need of each student. Students can better their performance in every class by polishing their reading tools.

126 PUBLIC SPEAKING I — Semester

The student will perform in speech situations similar to those he will meet upon graduation from high school, both in the community and in college. He will learn how to prepare the formal speech, how to gather information, organize and present it for most effective audience response. Some opportunity for contest speaking.

162 SMOKE SIGNALS — Year

Workshop course to write the school newspaper. Pre-requisite Journalism I.

171-172 DRAMA I and DRAMA II — Semester each/ Year rec.

Survey course in the several areas of drama including fundamentals of voice control and analysis of the drama form. Stress is placed on the development of personal skills as well as personal critical standards to increase the student's enjoyment of viewing dramatic productions. Work includes assignments in both theory and performance. Drama I must be taken before Drama II.

LEVEL III COURSES

130 SURVEY OF AMERICAN LITERATURE — Semester

This course introduces the student to those authors, writings and ideas that have shaped and influenced our early as well as present literary heritage. Time period covered will be from Puritan beginnings to the first World War. Typical suthors are Thoreau, Emerson, Irving, Hawthorne, Poe, Crane and Twain. Recommended preparation for college.

131 MODERN AMERICAN LITERATURE — Semester

The influences which have shaped American writing and thought since the first World War are examined including major social events and philosophical school of literary thought. The various forms of literature are studied. Opportunities for discussion and composition.

132 HUMOR IN LITERATURE — Semester

This course will cover various American and European poets, playwrights, essayists, novelists and short-story writers noted for their wit and humor. Devices of humor such as dialect and puns will be studied in relationship to the works of such authors as Twain, Dickens, Nash, Holmes, Thurber and "Ski." Students will be encouraged to investigate current humorous literature as it relates to their lives and the modern-day world.

133 COMPOSITION III — Semester

A course to teach advanced skills in expository writing. Essays of opinion, analysis and criticism will be written, usi current professional writing as models. There will be discuss ion of contemporary problems to develop content for writing. Practice in taking essay examinations and writing under pressu will be provided. Students taking this course should already have a good knowledge of the five paragraph theme and be reac to experiment with alternate types. Includes a unit of semantics, the influence of words on behavior. Recommended all college prep. students take Comp. II or III.

134 COLLEGE PREPARATORY LABORATORY — Quarter-Semester

A workshop course for those students who wish to polish thei skills for college. After a period of testing to isolate those areas in which students need to work, students will be provided with a variety of materials which permit independent study. Teacher assistance will guide student in workin on grammar, usage, vocabulary, research documentation, reading, test taking, etc. Course may be taken for a semester or paired with Courses 135 or 136 for a full semester of credit.

135 INDEPENDENT STUDY LABORATORY — Quarter

This course provides training in all types of information gathering and presentation skills. Students will work independently to develop information on topics of their own choice. Not only library sources will be used, but students will be working in the community interviewing community resource people. Reports will be given to small groups of fellow students utilizing tape recorder, overhead projector and camera as well as writing and oral report. Two small group meetings a week; otherwise independent work. Excellent training for leadership. Enrollment limited to 30 students per quarter. Course may be paired with 134 or 136.

Level III con't

136 ACCELERATED READING Quarter

An advanced, college preparatory course to assist students in the rapid reading of material and comprehension of difficult texts. Work with reading machine to increase rate; emphasis on critical thinking. Help in building vocabulary. May be paired with 134 and 135 for a full semester credit.

137 PUBLIC SPEAKING II Semester

An advanced speech class including debate, oral interpretatic and persuasive speaking. The student will become proficient in performing in contest situations, either in contests or contest situations provided in class. He will be able to get others to appreciate his feelings and understand his thoughts expressed orally and will be able to adapt his presentations to the demands of the speaking situations. Pre-req: Pub. Speaking I or Fund. of Speech.

173-174 DRAMA III and IV Semester ea; rec. yr.

Courses for those students interested in more advanced work ir voice development and critical evaluation of several areas of dramatic production. Study of directing techniques as well as some technical areas of production. Opportunity to participate in stage productions for the public. Pre-req: Drama I and II or permission of the instructor. Drama III must be taken before Drama IV.

LEVEL IV COURSES

140 ENGLISH LITERATURE TO THE 18TH CENTURY Semester

A course to acquaint students with the development of English literature in its historical context. Important works studie from the recognized literary periods including Anglo-Saxon, Chaucerian, Elizabethan, Puritan-Cavalier and Neo-Classical. Recommended for college prep. students. Skills taught will aid in literary analysis.

141 ENGLISH LITERATURE 18TH CENTURY TO MODERN Semester

A course focusing on the masters of English literature and their major works in the Romantic, Victorial and Modern perio Students have an opportunity to analyze and discuss in small groups the most influential ideas which the English have contributed to Western Civilization. Skills in literary analysis and vocabulary development are taught to aid the college bound student.

142 SHAKESPEARE Semester

A variety of Shakespearean plays will be studied, including tragedy, comedy and history. The study of Shakespeare gives insight into the thought of the Elizabethan period, develops the student's ability to read with sensitivity and understandi polishes composition and language skills. There will be opportunity for discussion and some staging of scenes.

143 ADVANCED SURVEY OF AMERICAN LITERATURE Semester

A fast moving course for the college preparatory student. This course will cover in one semester the major writers, work and concepts which have influenced American literary history. Typical authors are Thoreau, Emerson, Hawthorne, Poe, Melville Crane, Twain, Drieser, Frost. The various forms of literature are studied and training in literary analysis stressed. Composition skills are developed. Research paper required.

144 CONTEMPORARY LITERATURE Semester

A survey of literature which includes short stories, essays, novels and plays written since 1945. Seminars revolve around the issues and ideas which have produced these works and provide an opportunity for students to polish discussion and reasoning abilities. Authors discussed are Steinbeck, Faulkner, Hemingway, Satre, Camus, Maughm and others. One of the courses140 to 143 are recommended as pre-req.

145 DEBATE

A course for advanced students in oral communication. Debating techniques taught; preparation of national debate topic; participation in field trips and debate contests. Develops critical thinking ability and poise. Pre-req. Public Speaking/ permission of instructor.

LEVEL V COURSES

150 ADVANCED PLACEMENT

Designed for the superior English student, this course is the equivalent of the college freshman year. The final examination is a standardized test which will qualify the student fo six or more units of college credit. Students are admitted to the course after screening by several faculty members who base their selection on achievement scores and performanc in previous English classes. Students must be able to work independently; their composition skills must be superior. The reading material is primarily English literature.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
Individualized Language Workshop I	Comprehensive English H	Survey of American Literature	English Literature to 18 Century	Advanced Placement
~~Individualized Language Wkshop II~~ Voices	Afro-American Literature	Modern American Literature	English Literature 18th Cent. to Now	
Comprehensive English	Exploring the Film		Advanced Survey of American Literature	
Introduction to Literature	Creative Writing	Humor in Literature		
Composition I	Composition II	Composition III	Contemporary Lit.	
Corrective Reading	Developmental Reading	Accelerated Reading	Shakespeare	
Personal Communication		College Prep. Lab.		
Fundamentals of Speech	Public Speaking I	Independent Study Lab.		
Journalism I		Public Speaking II	Debate	
Chia English as a 2nd Language				
Stagecraft	Drama I and II	Drama III and IV		

ENGLISH DEPARTMENT CURRICULUM

DESCRIPTION OF SOPHOMORE STUDENTS

DESCRIPTION OF SOPHOMORE STUDENTS: LEVEL I

ENTRY SOPHOMORES AT LEVEL I. All sophomores begin at Level I except a highly recommended group of exceptional students who begin at Level II. Close control over the sophomore curriculum is required to make the elective program in the upper grades workable.

Description of Students Recommended for Course 110.

Course 110

Individualized Language Workshop

Schedule

Traditional. Meets every day, same time.

Students

Students who for various reasons have severe skill problems.

Additional Courses Available

113, 114, 115, 170, 171

A. Study skills

1. Does not work well in class size group because of difficulty in focusing attention.
2. No note taking or outlining skills.
3. Does not study independently at school or home.
4. With teacher assistance, the student will work steadily at a clearly defined task for the class period.
5. No library skills beyond locating fiction.
6. Can follow clearly written instructions to complete workbook exercises but has trouble applying rules learned to new situations.
7. Fails in typical test situation.
8. Often fails to bring work tools to class.

B. Composition

1. As many as half the sentences in a paragraph will be fragments or run-on sentences.
2. Can tell about an incident, or write a description of a person, place or thing. Such a description will have few details.
3. Six or more spelling errors in a paragraph.
4. Unable to revise his own work without assistance.
5. Terminal punctuation only.

C. Grammar

1. Can recognize grammatically correct sentences when he hears them 70% of the time.
2. Can identify subject and verb in a simple sentence.
3. Has great difficulty with inflectional endings, possessives, verb endings, plurals.

D. Reading

1. May never have read a book.
2. Average test scores according to Triggs Diagnostic Reading Test:

   Rate: 100-200 words per minute, 165 average, 8th percentile.
   Vocabulary: 22, 13th percentile.
   Comprehension: 19, 23rd percentile.
   Total Comprehension: 54, 39th percentile.

Course III

Voices in Language and Literature

Schedule

Traditional.

Students

Students may have average abilities, but they have under-performed.

Description of Students Recommended for 111.

A. Study Skills

1. Does not work well in class size group because of difficulty in focusing attention.
2. Takes notes but in a random fashion.
3. Does not study independently at school or home on his own initiative but will carry out an overnight assignment.
4. Able to make a simple outline of main headings.
5. Can follow written or verbal directions but frequent repetition on the teacher's part usually necessary.
6. Irratic test performance.
7. Has working tools occasionally.

B. Composition

1. Several sentences in a paragraph will be fragments or run-on sentences.
2. Can tell about an incident or write a description of a person, place or thing. Such a description may occasionally show a high degree of imagination. Writes with insight about feelings, experiences.
3. Great difficulty in developing logical arguments.
4. Four or more spelling errors per paragraph.
5. Able to revise own work with some assistance.
6. Terminal punctuation usually correct. May know quote, apostrophe.

C. Grammar

1. Can recognize grammatically correct sentences when he hears them 90% of the time.
2. Can identify subject and verb in a simple sentence, compound sentence and inversion.
3. Can write inflectional forms of verbs, adjectives, nouns but does not apply correct forms in writing.

D. Reading

1. Can remember at least one book, author and plot he has read.
2. Average test scores: Triggs Diagnostic
   Rate: 200-300 words per minute, 242 average, 51 percentile.
   Vocabulary: 26, 24th percentile
   Comprehension: 24, 48th percentile
   Total comprehension: 62, 58th percentile

Course 113

Comprehensive English

Schedule

Traditional

Students

Average to above average in skill development; no special problems.

Additional Courses

Same as for 110, 111 and also 162.

Note: Exit performance standards for this group should constitute the standards or Level II.

Description of Students Recommended for 112

A. Study Skills

1. Works satisfactorily in a group. Enjoys group interaction.
2. Needs teacher interpretation of directions for an assignment.
3. Will carry out a weekly assignment.
4. Can understand and will carry our written test or workbook directions.
5. Note-taking is random but some grouping of ideas.
6. Can make a simple outline but heading will not be parallel and no more than one sub-heading.
7. Spends some time during school and at home studying on his own initiative.
8. Can locate books in library when given a list of various types.
9. Brings work tools to class regularly; has organized notebook.

B. Composition

1. Writes mostly complete sentences but includes one or more fragments or run on sentences per paragraph.
2. Paragraphs not typically unified.
3. Little development in paragraph.
4. Can write a description of a person, or place, including detail.
5. Several spelling errors in a paragraph.
6. Terminal punctuation usually correct but erratic use of comma, apostrophe, colon, semicolon, hyphen, dash or quote marks.
7. Little skill in developing coherence between paragraphs but able to write a full page when given a topic.

C. Grammar

1. Student can separate subject-predicate and pick out simple subject and verbs in simple sentences which are written in regular and inverted order.
2. Student recognizes inflectional forms of verbs and adjectives when he sees them with 80% accuracy.
3. Student can identify sentences as grammatically correct when they are read to him with 90% accuracy.

D. Reading

1. Can remember several books which he has read recently.
2. Knows at least one author he likes.
3. Can describe at least one fictional character he remembers from past reading.
4. Diagnostic reading scores:
   Rate: 225-325; average 277; 71st percentile
   Vocabulary: 38, 64th percentile
   Comprehension: 28, 70th percentile
   Total comprehension: 76 86th percentile

SOPHOMORES AT LEVEL II: EXCEPTIONAL STUDENTS IN COMPREHENSIVE ENGLISH HONORS 120

Description of Students Recommended for 120

Course 120

Comprehensive English Honors

Schedule

Flexible

Students

Superior Skills: highly motivated; able to work independently.

Additional Courses

Same as for 113.

A. Study Skills

1. Can take partially systematic notes from a lecture and use them to pass a test or write a summary.
2. Has a plan for utilization of his time.
3. Can construct an outline on textbook material using several main headings with at least three subdivisions of one of those headings.
4. Uses a dictionary as aid to reading and composition.
5. Can carry out a week's assignment and locate materials in diverse places.
6. Able to turn in work when due.
7. Superior test taker.

B. Composition

1. Can write a paragraph in which the main idea is clearly identifiable and in which subsequent sentences contribute to the development of that main idea.
2. The paragraph shows some plan of development: spatial, chronological, importance, etc.
3. The paragraph is free from serious errors of sentence structure such as dangling elements, fragments, etc.
4. The paragraph is free from technical errors.
5. The student can write paragraphs of narration, description, exposition, and argument.
6. The student can produce a five paragraph essay which gives some elementary evidence of unity and coherence but it is far from a polished, developed essay.
7. Can revise and correct student work with teacher assistance.
8. Handwriting is legible. Letters are correctly formed and of uniform slant.

C. Grammar

1. Can identify and produce the five basic sentence patterns.
2. Indicates facility in varying use of sentence elements by substituting in the subject and object positions.
3. Can produce simple, compound and complex sentences at will.
4. Can pass department grammar test with a minimum score of _____.

D. Speech

1. Participates freely in group discussion and occasionally acts as group discussion leader.
2. Is able to give a brief oral report in front of the class on a topic with which he has close familiarity.

E. Reading

1. Has read at least six books in the past year.
2. Has a positive attitude toward reading, seeing it as a means of his own enjoyment and advancement.
3. Can remember the plot and something about the characters in several of these books.
4. Diagnostic test scores:
   Rate: 325-425 range with average 353, 92 perc.
   Vocabulary: 46 but typical scores are 50 and above, 86th percentile.
   Comprehension: 30, 80th percentile.
   Total comprehension: 90, 99th percentile.

ENGLISH DEPARTMENT CURRICULUM

1970-1971

DESCRIPTION OF

LEVEL 2, 3, 4, 5 STUDENTS

Palm Springs High School

English Department
1970-71

DESCRIPTION OF STUDENTS AT LEVEL II

Courses

All Level II courses

Schedule

Varies according to demands of course.

Students

Any junior or senior who meets performance standards.
Some recommended sophomores.

Generally will be students in junior classes at average and basic levels, basic senior, and honors sophomores.

A. Study Skills

1. See study skills for Comprehensive English - plus -
2. Can take partially systematic notes from a lecture and use them to pass a test or write a summary.
3. Has a plan for utilization of his time.
4. Can construct an outline on textbook material using several main headings with at least three subdivisions of one of those headings.
5. Uses dictionary as aid to reading and composition.

B. Composition

1. Can write a paragraph in which the main idea is clearly identifiable and in which subsequent sentences contribute to the development of that main idea.
2. The paragraph shows some plan of development: spatial, importance, etc.
3. The paragraph is free from serious errors of sentence structure such as dangling elements, fragments, etc.
4. The paragraph is reasonably free from technical errors.
5. The student can write paragraphs of narration, description, exposition, and argument.
6. The student can produce a five paragraph essay which gives some elementary evidence of unity and coherence, but it is far from a polished, developed essay.
7. Can revise and correct student work with teacher assistance.
8. Handwriting is legible. Letters are correctly formed and of uniform slant.

C. Grammar

1. Can identify and produce the five basic sentence patterns.
2. Indicates facility in varying use of sentence elements by substituting in the subject and object positions.
3. Can produce simple, compound and complex sentences at will.
4. Can pass the department language test with a minimum score of _____.

D. Reading

1. Reads at 8-10 grade level approx. 300 words per minute.
2. Has read at least six books in the past year.
3. Can remember the plot and something about the characters in several books.
4. Has a positive attitude toward reading, seeing it as a means of his own advancement and enjoyment.

E. Speech

1. Participates freely in group discussion and occasionally acts as group discussion leader.
2. Is able to give a brief oral report in front of the class on a topic with which he has close familiarity.

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English Department
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DESCRIPTION OF STUDENTS AT LEVEL III

Courses

All level III courses

Schedule

Varies according to demands of course.

Students

Any junior or senior who meets performance standards.

Generally will be students who are in average or honors junior classes and seniors of any level.

A. Study Skills

1. Works satisfactorily in a group; able to respond to and criticize ideas of others; able to tolerate others criticism of his ideas.
2. Will carry out a weekly assignment without frequent reminder by the teacher.
3. Regularly schedules time for study at school and at home.
4. Able to use basic reference materials in the library.
5. Can make useable, systematic notes.
6. Uses dictionary and thesaurus when writing compositions.
7. Can concentrate under pressure and under conditions not conducive to study.
8. Always brings work materials to class.

B. Composition

1. Is able to write under pressure (limited time, surprise topics, etc.) with reasonable care and facility.
2. Has command of the paragraph as described in level II.
3. Can produce a five paragraph composition which shows some ability to follow a logical train of thought. Essay may be expository or argumentative.
4. Composition has only occasional errors in sentence structure and usage.
5. Student can correct many of his own errors (spelling, tense, sentence structure, etc.) but needs help in spotting the less obvious (agreement, usage, pronoun reference, diction, etc.)
6. Composition reasonably free from mechanics errors.
7. Handwriting - see level II - same

C. Grammar

1. Mastery of higher forms of structural analysis and grammar nomenclature will vary according to courses taken, so no additional Requirements will be listed in this area other than the two following.
2. Writes most of the time in grammatically correct sentences.

3. Can pass the department language exam with a minimum score of _____.

D. Reading

1. Reads at 10th-12th grade level, approximately 300-400 words per minute.
2. Has read eight or more books during the past year, some on his own initiative during vacation.
3. Can make some connection between an experience or character described in the books and some aspect of his own life.
4. Sees books as a relevant tool to learning about life as well as a means of enjoyment.

E. Speech

1. Participates freely in group discussions, occasionally acting as leader. Can plan the session to make his leadership more productive.
2. Is able to give an oral report in front of the class on a topic he has prepared.
3. Reads orally with expression.

F. Technical literary skills.

1. Can identify the most common figures of speech.
2. Can describe characteristics of various forms of literature: short story, essay, novel, poetry, drama, biography, auto-biography.
3. Can identify the various elements of fiction and analyze a story in terms of them: plot, character, setting, theme.

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DESCRIPTION OF STUDENTS AT LEVEL IV

Courses

All level IV courses.

Schedule

Varies according to demands of course Usually flexible.

Students

Any junior or senior who meets performance standards.

Generally will be students who are in honors junior or senior classes.

Description of Students

A. Study Skills

1. Works creatively in a group, helping to advance the group purpose.
2. Can carry out a long term assignment of more than several weeks, completing it when due.
3. Occasionally does additional work beyond assignment.
4. Makes frequent use of school study areas and resources without reminder by teacher.
5. Uses all available reference sources in the library when working on a project.
6. Takes systematic textbook and lecture notes which are useful for exams or reports.
7. Makes use of dictionary, thesaurus and supplemental texts in resource center.
8. Can concentrate under pressure.
9. Always brings work materials to class.
10. Given a topic, the student can devise a plan of research, narrowing topic and independently discovering sources of information.

B. Composition

1. Can produce the well planned five paragraph expository composition with some consistency.
2. The composition is free from serious errors in sentence structure and usage and reasonably free from errors in mechanics.
3. Can use a variety of sentence patterns and types.
4. Can write an essay of literary criticism.
5. Can produce satisfactory samples of the paraphrase and precis.
6. Handwriting - same as previous levels.

C. Grammar

1. See "C" Level III
2. Can pass department language exam with a minimum score of _____.

D. Reading

1. Reads at 11-14th grade level, above 400 words per minute.
2. Constant reader on own initiative.
3. Reads a variety of materials.
4. Interprets characters' intent and behavior from authors clues.
5. Experiences a growing pleasure in precision of comprehension - unwilling to half understand a passage.

E. Speech

1. Not only participates in group discussion, but can plan and lead a discussion.
2. Is able to give a report to the class in a manner interesting enough to keep their attention.
3. Is able to carry his part of a group discussion.

F. Technical Skills

1. Knows the fundamentals of documentation procedures.
2. Is familiar with literary terms.
3. Knows the elements of versification.
4. Is able to scan poetry with reasonable accuracy.
5. Can identify stanzaic forms with 80% accuracy.
6. Can employ all figures of speech and recognize these within works studied.
7. See #2 and #3 in Level III.

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DESCRIPTION OF STUDENTS AT LEVEL V

Course	Description of Students
Advanced Placement	Since there is a special procedure prescribed for selecting students for this program, no additional criteria need be enumerated here.
Schedule Flexible	
Students Seniors who meet Level IV performance standards and who in addition are certified by the Advanced Placement Comm. Their judgment is based on past performance and ability test scores.	The work is all college level work. Ability to study independently, to reason clearly, to write with precision, felicity and correctness, and to read difficult material with good comprehension is required.
Generally only the top 2% of students are eligible.	

ED0 48284

DESCRIPTIONS OF SIX COURSES

LANGUAGE WORKSHOP I 110

COURSE DESCRIPTION: A course for all students of any grade who have skill deficiencies but especially for those entering sophomores whose reading and writing skills need development before they can profit from elective courses. Students have an opportunity to analyze their own language needs and work to correct and revise their own work. Teacher and peer help on an individual basis. A special effort will be made to bring out the creativity of the student in writing, discussion of current problems and other oral work.

MODULAR SCHEDULE: Traditional schedule
2 mods every day at the same hour

COURSE OBJECTIVES:

1. The student demonstrates an increasing responsibility for his work by bringing work material to class, by carrying out assignments to be performed in the resource center and by completing several units of work each quarter.

2. The student indicates that he takes pride in his finished work by giving attention to his handwriting and by revising his work before turning it in for credit.

3. The student demonstrates an increasing confidence in his language abilities by participating in discussions, by responding freely to written assignments and by sometimes sharing his written work with other students.

4. The student improves his reading rate and comprehension.

5. The student indicates increasing concern with spelling and vocabulary by using words new to him in his writing and by correcting spelling errors in his written work.

6. After revision, the student uses correct end punctuation marks, quotation marks and apostrophes.

7. The student as a final test is able to write a narrative paragraph which has some coherent plan of development and which is reasonably free from spelling and end punctuation errors.

8. The student indicates he feels responsible about his attendance by explaining his absences and not being truant.

COURSE OUTLINE:

A. General Considerations

More than any other course in the curriculum, this is a course which the teacher must "play by ear" in the sense of having to size up the class and the

individual students before knowing the best way to proceed. The teacher must continually re-evaluate as he goes along. The objectives, however, are clear and definite and should constantly be kept in mind. The teacher should seek means of developing these five capacities in his students:

1. Sense of Responsibility

   Students in this class have not in the past formed patterns of consistent responsible behavior; yet such patterns must be established before they can succeed in school or on a job. For these reasons, an effort should be made to get students to bring at least a pencil to class; a weekly assignment performed in the resource center should be required of students seeking an A or B grade, and class truancies should not be permitted.

2. Confidence in Self

   Students may never have experienced success in English or in school at all; yet a feeling of competency must accompany any kind of worthwhile effort. Every effort should be made to find out what each student can do successfully. One student may be able to contribute art work to a class project; another may be very articulate; another may have written creativity which has been obscured beneath poor spelling and punctuation. Important activities in this area are:

   a. At least once a week, students should have an opportunity to have group discussion. Discussions can grow out of reading material or out of a newspaper article into small groups for discussions. They can be given some particular issue to resolve and report back to the whole class.

   b. There should be frequent opportunities for writing, every day if possible. A descriptive writing unit is a good way to develop creative writing ability. Emphasis in the first draft should be on thought content, so that the student receives praise for what he has to say first, then is led to wanting to make his writing more effective by correct expression during revision.

   c. Good efforts should be recognized by displaying work on the wall or other means as the teacher devises. Typing the best work a student does is another suggestion.

3. Pride in Work

   Students in this class often feel that "any old piece of work will get them by." The teacher needs to establish that he does have certain standards which cannot be bent. Students need to feel a personal sense of pride in the work they do in English. Techniques which foster personal pride are:

   a. Attention to handwriting. Students generally have not made any attempt to improve their handwriting since elementary school. A few minutes a day at the beginning of the year spent on forming letters correctly,

followed by insistence on good handwriting in all final copies of written work will produce tangible evidence to the student of his own progress and give him a sense of pride. (See "Let the Student Do the Work" by Nellie Thomas in the Eng. R.C.)

b. Every piece of work accepted for a grade should have been revised with an effort made to eliminate spelling and end punctuation errors...and other errors as they are identified by the class and teacher.

c. Each quarter a folder should be turned in which represents the student's work for that quarter. This folder should be in "proper form" with title page and table of contents and papers in order. If the teacher chooses, he may use this folder as the basis for a grade and not try to grade every piece of student work as the quarter goes along. A folder gives the student tangible results and evidence that something has been accomplished, and it is something in which he may feel pride.

4. Consideration for Others

Students need to feel a sense of self as a worthy person but also a sense of others as having rights and feelings. The teacher teaches this in countless small ways as the year progresses; the manner of leaving and exiting from class, the courtesies necessary in a discussion, the use of materials, etc.

5. Skills

Negative attitudes previously discussed have grown partially from the students' skill deficiencies; therefore, coping with those deficiencies will be a major part of the course work.

a. Reading - The teacher may use the READER'S DIGEST, special student edition or the SRA lab and reading from the MacMillan series for regular practice in reading. The AEP publication, "Diagnose Your English Skills" is good for practice in comprehension. Have a classroom paperback library.

b. Listening - The Brown-Carlsen listening comprehension test will focus students' attention on their need to listen. Oral reading by teacher and students will increase listening skills. Use of the overhead projector in spelling work, vocabulary and in writing assignments focuses attention.

c. Vocabulary - These students have a very limited vocabulary to draw upon for their written work. They will discover this as they write and will be pleased to find new words that they can use. The teacher can fill this need by teaching the use of the dictionary and thesaurus and insisting

these books be on each student's desk as he writes. Words can be drawn from readings and placed on the board. Students may want to write a student dictionary of current teenage vernacular.

d. Spelling - Spelling is best taught in the process of revising written work. Students can accumulate their own spelling lists in their folders. Students can work on individual spelling units. The teacher may also teach single concept spelling lists by use of the overhead projector.

e. Writing - Writing can be the key to the success of the whole class because every student has some creative ideas in him to express which a warm, accepting teacher can bring out. The filmstrip series "Fresh Perspectives in Composition" and the unit in descriptive writing are good materials to work with.

B. Procedure

1. A good beginning

The teacher walks a tightrope in working with poorly motivated students. On one hand, the teacher needs to be accepting, warm, free, flexible in approach; on the other hand, the teacher needs to establish very clearly understood guidelines and maintain the idea of standards and orderly procedure.

The teacher should share the behavioral goals with the students at the beginning of the class and refer to them frequently throughout. The student should write a sample paragraph under a time limitation as a sort of pre-test and write another paragraph at the end of the course as his final test. He should know specifically what criteria will be applied to judging the improvement of his writing.

Responsiblities of the student and class procedures must be clearly defined.

2. Class work

The work of the class will be divided into two major categories; work to be done by the entire class and individualized work. Units which probably are best done as a class are as follows:

a. Descriptive Writing Unit - Beginning this unit can be handled in class sessions. Students will soon be working on different parts of the unit, however.

b. Reading practice.

c. Discussions growing from reading, MacMillan series, etc.

d. Spelling, vocabulary work.

e. Poetry unit

f. Oral reading of poetry, plays

3. Individualized instruction

Students should be responsible for completing a number of individual units. These units will help them improve language weaknesses which they discover through their writing or reading (for example, use of the apostrophe, sentence fragments, verb agreement, etc.), or the units might be ones which catch their interest. Units to be used are ones available in Eng. R.C.; ones which the teacher can write from EXPLORING GOOD ENGLISH or the MacMillan series, or UNIPACS.

4. Evaluation

It is suggested that the teacher evaluate the work of the student each quarter by the quantity as well as quality of work presented in his folder. Class attendance and participation in discussions should be a factor, as one of the objectives of the course is to develop responsibility.

C. Materials

1. Audio Visual

"Composition Topics" Film strip kit

Transparencies on punctuation, basic sentence patterns.

2. Books and pamphlets

"Your English Skills" - American Education Publication, 1967

"Exploring English" - Harr Wagner Publishing Co., 1966

MacMillan Gateway Series: Striving
Western Sampler
Creatures in Verse
Two roads to Greatness

Thesaurus and dictionaries in paperback

Assorted paperbacks appealing to teenagers.
Reader's Digest student edition

3. UNIPACS - See P. Younghusvand, F. Aleshire or G. Uptain, who are members of the UNIPAC Bank, for information on ordering UNIPACS.

4. Equipment - typewriter, overhead projector, strip projector, record player, SRA lab

COMPREHENSIVE ENGLISH 120 Honors

COURSE DESCRIPTION

Comprehensive English 120 H is a course designed for advanced sophomores whose reasoning powers are mature for their age and who have superior language skills. The student is expected to read at grade level according to standardized tests. The course will include all the major areas of English instruction: language, composition and literature. The student will learn the basic structural system of his language: sentence patterns, word classes, inflection, etc. History of language will be taught and applied to techniques of improving vocabulary and spelling. There will be frequent and intensive work in composition, descriptive and expository. The student will come into contact with other cultures and the great ideas of mankind through the study of novels, drama and poetry. Grouping is flexible so that the student learns the skills needed for large group instruction as well as those needed to interact in a small group.

MODULAR SCHEDULING SYSTEM

1969-70

1 large group session of two mods

2 medium group sessions of three mods

1 small group session of two mods

COMPREHENSIVE ENGLISH 120 Honors

BEHAVIORAL OBJECTIVES

LITERATURE

After reading literature from several different cultures and times, the student can write a paper in which he compares and contrasts the values and customs in those cultures with values and customs in his own society.

Through literature and class discussion, the student becomes involved in some great issue of mankind about which he makes new discoveries as the year proceeds. His involvement is indicated by work in composition, projects and interaction with students and teacher.

The student indicates he wants continuing involvement with literature by reading books in addition to thiose assigned.

The student begins to define some critical standards by which he can separate great literature from the transitory writing of the day.

In a test situation, the student can define and give examples of plot, incident, theme, symbol, foreshadowing, characterization, climax, flash-back, imagery, setting.

STUDY SKILLS

The student has a plan for using his time to best advantage. He can diagram that plan, justify it, and he follows it with reasonable consistency.

The student shows he can organize the ideas which he hears and reads by his ability to take systematic notes and by his ability to outline some part of his textbook.

The student can use a classification diagram to solve a problem in analysis.

In a test situation, the student demonstrates a useful knowledge of the SARTOR method of study (scan, ask, read, talkover, overlearn, and review).

COMPOSITION

Given a topic, the student can write an expository essay of more than three paragraphs which is unified by a statement of controlling purpose in the first paragraph, which has several paragraphs of planned develop-ment and which has a logical conclusion.

The student shows reasonable regard for the manner of his language by avoiding incomplete sentences and by eliminating most errors in spelling and usage when he revises his work.

Under pressure of a surprise topic and limited time, the student produces a flow of work which is reasonably accurate and original.

In his composition work during the course of the year, the student gives evidence of increasing confidence in his ability to translate his ideas onto the written page by his more ready response to assignments.

In a composition of narration or description, the student can describe an experience or scene with enough skill to interest other students.

LANGUAGE

Verbally and in written assignments, the student is able to vary the level of language he uses according to what is appropriate for the situation.

In a test situation, the student can describe the major historical events in the development of the English language, and he can indicate which languages are closest to English on the language family tree.

By writing about an event in informative language and then in affective language, the student shows some understanding of the process by which language can either mirror or distort human experience.

The student can use his knowledge of common prefixes, roots and suffixes to hypothesize the meaning of vocabulary words new to him.

The student proves that word order is essential to meaning in English sentences by manipulating the order of words in a sentence he has composed, thus changing the meaning.

The student is able to identify and produce the five most common sentence patterns (NV, NVN, NVNN, Lv N, N Lv Adj).

The student can make substitutions of all types of noun elements (noun, pronoun, gerund, noun clause, infinitive) in noun positions (subject, complements).

The student can pass the department sophomore grammar test with 70% accuracy. This test includes the basic verb system, pronoun usage, forms of adverbial and adjectival modification.

COURSE OUTLINE

A. Thematic Unit: Great Ideas of Mankind (Who am I? What is My Purpose? etc.)*

The first unit attempts to open the student's mind to the humanistic purposes of the study of language and literature, going beyond the skill building purposes dominant in the elementary grades. Students need to see English as relevant to their lives and literature and composition as tools of discovery about themselves, about their peers and the world they have to deal with. Until they have this point of view, it is better to postpone the more formal elements of instruction.

1. Literature

   a. Novels and biographies about people who struggled to find their way, their purpose in life, preferably from world literature. Independent reading and research. Examples: Dairy of Anne Frank, biographies of Ghandi, Curie, Michelangelo, Napoleon, Columbus, etc.

   b. Short selections from the literature anthology for composition and class discussion. Socrates, Gibran, Thoreau, Psalms from King James Version of Bible.

   c. Poetry with themes of identify, nature of man. Use modern rock poetry as motivation.

2. Composition

   a. Personal journal in which student begins to define himself and his views of his experiences and the world.

   b. Writing related to the literature with emphasis on ideas rather than grammatical correctness but including one polished expository paper relating to the biography study.

B. Composition and Reading

1. Students will be doing supplemental reading of novels during the first semester. These novels will lead students to make comparisons of cultures, to each other and to their own. Concepts of plot, characterization, setting and theme will be introduced.

2. Students should by now be ready to consider logical development of their ideas on paper.

*Stars indicate complete units are on file in the English Department.

a. Paragraph development
   1) Topic sentence and controlling purpose
   2) Support by example, facts, argument
   3) Principles of unity, coherence

b. Paragraphs of comparison and contrast

c. Essay joining several paragraphs together
   1) Controlling purpose
   2) Outline
   3) Good first paragraphs
   4) Development
   5) Effective conclusions

C. Study Skills Unit* (This unit may be done at the beginning of school or postponed until the end of the first quarter when most students will discover they have a problem!)

1. How to make a plan for good use of time
2. What organizing one's ideas means: application to note taking, studying, analyzing ideas.
3. SARTOR study method

D. Working Your Language Unit* (Two part unit covering language and grammar)

1. The English Language

   a. History
   b. Distinct characteristics
   c. Dialects, levels of language usage
   d. Language as symbols of human experience; possibilities of misuse

2. The Grammar System of the Language (The emphasis is on sentence structure, on gaining control of the elements in English in order to convey meaning with precision, with power and with subtlety).

   a. Grammatical devices
   b. Word order
   c. Basic sentence patterns
   d. Intensive practice in substituting all of the different types of elements which will function in one sentence position.
   e. Practice in writing many examples of the basic sentence types including combining of patterns into complex and compound sentences.

E. The Novel

1. While the students are continuing their work in grammar, they will also study the novel in their small groups. Two novels

from world literature will be read, one modern and one from earlier times. Emphasis will be on the great ideas and great characters in these books, consistent with the introductory unit of this course. Group discussion, dramatization and composition will forward this purpose.

2. During the reading of the second book, literary techniques such as plot, sub-plot, incident, episode, flashback, foreshadowing, climax, imagery, symbol, characterization and setting will be taught as an aid in getting more meaning from reading.

3. Composition

   a. Literary analysis
   b. Descriptive writing unit*

F. Julius Caesar*

1. The purposes of using a Shakespeare play in this course are: to develop standards for evaluating literature; to demonstrate the recurrence of the great issues of mankind; to train the student in interpreting difficult language; to aid the student enjoy beautiful language.

2. Methods used are:

   a. Composition - paraphrase, report, analysis
   b. Debate and discussion of issues
   c. Oral reading
   d. Dramatization
   e. Viewing film strip
   f. Listening to recordings
   g. Projects

COMPREHENSIVE ENGLISH 120 Honors

MATERIALS AND EQUIPMENT

A. EQUIPMENT

1. Overhead projector
2. Slide projector
3. Record player

B. MATERIALS

1. Audio-Visual

a. Transparencies (see individual units)
b. Film strips "Composition Topics"
"Short Story"
"Looking and Seeing"
"Julius Caesar"

c. Records Tale of Two Cities: Colman
Cyrano de Bergerac: Ferrar
Modern rock poets
Julius Caesar

2. Books — Number on Hand — Needed

Lobel & Olmsted, Adventures in Appreciation. Harcourt, Brace, 1963.

grammar text to be adopted

Stegner, "The Effective Theme." Holt, Rinehart, 1967. (paper)

Pyles, T., "The English Language." Holt, Rinehart, 1967. (paper)

Lewis, Norman. Word Power Made Easy. Simon & Shuster, 1967. (paperback)

Rostand, Cyrano de Bergerac. Holt, Rinehart, 1966. (paperback)

Paton, Cry Beloved Country. Scribner, 1948. (paperback)
Golding, Lord of Flies. Putnam's '59 (paper)
Dickens, Tale of Two Cities, MacMillan '61. (paper)

Miscellaneous biographies, other books as independently selected by students.

AFRO AMERICAN LITERATURE 121

Course Description: This course will examine the contribution of black authors to the literary heritage of America. Universal human values will be discussed as well as the unique experience of the American Negro. Literary and reading skills will be taught to enable the student to read with greater comprehension. Language arts will stress vocabulary development and frequent writing practice.

Modular Schedule: 1 small group session of two mods
3 medium group sessions of two mods

Objectives:

1. to teach the contribution of Negro authors to the literary heritage of America,
2. to help the black students taking the course to identify their roots in American culture, art and history,
3. to help students of all races to a better understanding of themselves and of each other,
4. to identify and discuss great issues of mankind as revealed in literature,
5. to attempt a definition of the uniqueness of the Negro experience in the American culture,
6. to increase language skills, particularly those of reading comprehension, vocabulary and techniques necessary to understand great writing,
7. to give frequent practice in composition in order to stimulate self-discovery, creativity as well as to improve language skills,
8. to make elementary distinctions among literary forms: play, poetry, biography, essay, novel and short story.

Course Content:

I. Heritage Approach

Development of Negro literature as a part of American culture, yet unique in speaking with its own voice, can be handled by an introductory historical survey. Such a survey would include:

A. Pre-Civil War slavery literature. Frederick Douglas would be the leading author of this period. Folk tales, early poetry, current writing about the slavery period could be included.

B. Post-Civil War. Confusion, the struggle of the black American to find his role as a citizen. DuBois and SOULS OF BLACK FOLKS represents one approach; Washington and UP FROM SLAVERY another.

C. Negro Renaissance 1920's. The first strong assertion of black culture and black identity was represented primarily through poetry. Countee Cullen, Jean Toomer, Arna Bontemps' BLACK THUNDER, Langston Hughes BIG SEA and "Laughing to Keep from Crying," a short story, are good sources.

D. Post-Depression Writers. In a new struggle for economic survival, Negro authors clearly take part in the great literary movement called Naturalism. Most typical writer (and writer voted by current black authors as finest of all black authors) is Richard Wright. BLACK BOY should be studied by the class. Also typical is Williams Owens, WALKING ON BORROWED TIME.

E. Contemporary Writers. Today's writers concentrate on the search for personal identity as well as assertion of blackness as a worthy, beautiful and essential part of American culture. Outstanding authors that are appropriate for secondary school study are: James Baldwin, William Demby, William Kelley, Chester Himes, Paul Marshall, Julian Mayfield, Lorraine Hansberry.

II. Types of Literature Approach

After the historical survey, the various forms of literature used by black authors can be explored. The teacher can use a thematic method to develop a theme such as "Those Who Overcame" or "Conflict" etc., sampling various forms of literature with common problems, or the teacher can present units on poetry, drama, biography, novel, short story, etc. Suggested literature for the various types follows:

A. Drama - Lorraine Hansberry, RAISIN IN THE SUN

B. Poetry - BLACK VOICES anthology and AMERICAN NEGRO POETRY, Arna Bontemps.

C. Novels - In addition to those mentioned in heritage section,
William Demby, BEETLECREEK
James Baldwin, GO TELL IT ON THE MOUNTAIN
William Kelley, A DIFFERENT DRUMMER
Chester Himes, THE THIRD GENERATION
Paule Marshall, BROWN GIRL, BROWNSTONES
Julian Mayfield, THE LONG NIGHT
Junior Books - not necessarily black authors:
Catherine Marshall, JULIE'S HERITAGE
Frank Bonham, DURANGO STREET
Lorenz Graham, SOUTH TOWN
Lorenz Graham, NORTH TOWN
Belle Rodman, LIONS IN THE WAY
John Tunis, ALL AMERICAN
Nat Hentoff, JAZZ COUNTRY

D. Biography - Shirley Graham, YOUR MOST HUMBLE SERVANT:
BENJAMIN BANNEKER
Ann Petry - HARRIET TUBMAN: CONDUCTOR ON THE UNDERGROUND
RAILWAY

Note: All books recommended by Barbara Dodd in "Negro Literature for High School," a publication of the National Council of Teachers of English.

Dorothy Sterling, THE FREEDOM TRAIN, THE STORY OF HARRIET TUBMAN.
Shirley Graham, THERE WAS ONCE A SLAVE, THE HEROIC STORY OF F. DOUGLAS.
Dorothy Sterling, THE PLANTER, THE STORY OF ROBERT SMALLS.
Rackham Holt, GEORGE WASHINGTON CARVER.
Floyd Miller, AHDOOLO (story of Mathew Henson, Negro explorer with Peary).
E. R. Braithwaite, TO SIR WITH LOVE
J. Alvin, RALPH BUNCHE, FIGHTER FOR PEACE
John Howard Griffin, BLACK LIKE ME
Lerone Bennett, Jr., WHAT MANNER OF MAN: BIOGRAPHY OF MARTIN LUTHER KING
James Robinson, ROAD WITHOUT TURNING
Sammy Davis, Jr., YES I CAN
Katherine Dunham, A TOUCH OF INNOCENCE
Dick Gregory, NIGGER
Ethel Waters, HIS EYE IS ON THE SPARROW
Althea Gibson, I ALWAYS WANTED TO BE SOMEBODY
Floyd Patterson, VICTORY OVER MYSELF

The teacher should provide frequent experience in reading improvement exercises, vocabulary development and composition.

Teach symbol and metaphor.

Materials:

I. Audio - Visual

Education Dimensions Corp.	Afro-American Literature 2 filmstrips $15./ea	$30.00
Warren Schloat Prod.	"They Have Overcome" 5 filmstrips and records	57.00

II. Books

Class sets of BLACK VOICES, Abraham Chapman, ed.
New American Library, Mentor paperback
@$1.50

RAISIN IN THE SUN - permabound @$1.93
AMERICAN NEGRO POETRY-permabound @$2.73
In limited quantities: (all permabound)
BLACK BOY, Wright
AN AFRICAN TREASURY, Hughes
NIGGER, Gregory
THREE NEGRO CLASSICS, Franklin, ed.
WHAT MANNER OF MAN, Bennett
GO TELL IT ON THE MOUNTAIN, Baldwin
BIG SEA, Hughes
BLACK THUNDER, Bontemps
NARRATIVE IN LIFE OF FREDERICK DOUGLAS
THE THIRD GENERATION, Himes

III. Language Skills - Reading Exercises in Negro History 66¢ ea.
Continental Press

INDEPENDENT STUDY LABORATORY 135

COURSE DESCRIPTION: This course provides training in all types of indormation gathering and presentation skills. Students will work independently to develop information on topics of their own choice. Not only will library sources be used, but students will be working in the community interviewing community resource people. Reports will be given to small groups of fellow students utilizing tape recorder, overhead projector and camera as well as writing and oral report. Two small group meetings a week and a conference with the instructor will be scheduled, otherwise work will be done independently. Excellent leadership training.

MODULAR SCHEDULE: Students will be scheduled two mods four times a week to match the other two quarter courses; however, the class will actually meet twice a week in small groups and once individually with the instructor in conference.

This course runs for one quarter. It would naturally follow the College Prep. Lab. as a student could perfect the research skills he learned in that course.

OBJECTIVES:

1. As the work progresses, the student by his attitude shows increasing enthusiasm for the process of research and the project he has undertaken.

2. As the work progresses, the student relies less and less upon the assistance of the instructor, plans his own work and schedule, and he adheres to his plan.

3. The student is able to use research skills with reasonable competence: library skills, interview, observation, questionnaire, survey.

4. The student approaches community resource people with courtesy and interest and expresses his appreciation by written note.

5. The student identifies some community activity or resource person with whom he intends to maintain contact after the close of the class.

6. The student utilizes audio visual techniques to enhance his skill in reporting to others.

7. As the work progresses, the student by his attitude shows an increasing sense of identification with his community and an increased sense of competency in using community resources.

COURSE OUTLINE:

A. Class work.

1. Help in identifying field of inquiry.
The first few weeks of class, the instructor will aid the student in selecting a field of study, narrowing the topic and locating sources of information. Topics selected might have to do with vocational interests of the student, recreational or community interests, or a student might research an intellectual question.

2. Instruction in research techniques.
Class time will be spent instructing students in research skills: use of the library, taking notes, outlining a paper, skimming materials, integrating materials, writing the paper, footnoting, bibliography, etc.

3. Audio-visual instruction.
Some class time will be occupied with teaching the use of the tape recorder, overhead projector, and camera.

4. As the quarter progresses, more class time will be spent in having students report to each other the experiences they are having in their research work and presentation of final projects. The learning is increased many times over in this way as students readily identify with the experiences of their peers.

5. Group discussions.
Issues will be raised by the experiences the students have. There will be group discussions to develop clear thinking and the ability to interact.

B. Individual work.

1. Library. Every topic will involve the use of the library in some degree. Students will be encouraged to use not only the high school library but other community libraries as well.

2. Community. Students will be interviewing community resource people, sometimes during class periods or free mods and sometimes after school or even on weekends. Students who become excited about an idea are willing to spend enormous amounts of their own time to pursue it. Students will also be observing agencies in operation in the community.

C. Teacher-pupil conference.

Students will have an individual conference with the instructor once a week to report on their progress. This conference will help solve individual problems, the development of a questionnaire, finding of a resource person, problem in narrowing a topic, etc.

D. Evaluation.

Every student will be expected to produce a project. This project will be judged on the basis of research techniques, effort expended by the student, success of the effort and reporting skill.

MATERIALS

1. Audio-visual - Tape recorder, overhead projector, cameras, record player.
2. Books - William Coyle, "Research Papers," Odyssey Press, Inc. 2nd ed., 1965.

Contemporary Literature

J. Pausch

Description:

This course covers the period from 1945 on which is considered contemporary literature. The students will become familiar with modern trends in literature in an attempt to make literature relevant. The students will develop critical standards and identify the best writers of the contemporary period. They will also further develop their writing skills.

Modular Schedule:

2 medium groups of 2 mods each
2 small groups of 2 mods each

Objectives:

1. The student is able to write a character sketch from information expressed and implied by the author.

2. The student is able to discover the theme of the story, novel, essay or play and state it in written form.

3. The student is able to place the author's philosophy or literary school from a sample of his work.

4. The student is able to write a critical paper on a work using literary criteria.

5. Given samples of different author's passages, the student is able to recognize and name the author.

6. Given poems to study, the student is able to paraphrase the poem accurately.

7. Given essays to analyze, the student is able to write a critique or argument of the essayist's point of view.

8. Given plays to read, the student is able to state the author's purpose, theme, and judge the result.

9. Given contemporary plays to read, the student is able to judge whether or not the play is a tragedy in the classical sense; then he is able to write a critical paper to support his point of view.

10. Given professional critics' work to read, the student is able to discuss the techniques of literary criticism.

11. The student is able to apply the techniques of criticism to television, movies, plays and his personal reading.

12. The student is able to discuss all forms in terms of the modern human predicament.

13. The student writes three book reports in class, in response to questions posed by the instructor.

Materials:

1. 50 Great Contemporary Short Stories
2. 6 Great Modern Novels
3. 6 Great Modern Plays
4. American Literature from 1945
5. Prose and Criticism
6. The Atlantic Monthly
7. The Saturday Review of Literature
8. Whichever grammar book is current as a handbook
9. Television Plays (Sometimes assigned)
10. Current Movies (not assigned) but discussed when need arises)

20th Century Literature

J. Pausch

Readings

Short Stories:Prose and Criticism

"Youth," Conrad ; "Araby," Joyce; "The Blind Man," Lawrence
"The Anglo-Saxon," Golding

Essays:
"On A Certain Blindness in Human Beings," James
"Race and Civilization," Toynbee
"The Nature of Criticism," Gosse, et al
"The Nature of Literature," Daiches and Meyers
"Fiction and the Short Story," Davis, et al

Critiques:
"Contrad's 'Youth'," Haugh
"An Interpretation of 'Araby'," Brooks and Warren
"Hemingway: The Origins and Meaning of Style," Young
"The Novel," Gordon, et al
"The Essay," Van Doren, et al

50 Great Short Stories

"A String of Beads," Maugham
"The Chrysanthemums," Steinbeck
"The Lottery," Jackson
"The Three-Day Blow," Hemingway
"That Evening Sun," Faulkner
"Theft," Porter
"How Beautiful With Shoes," Steele
"Only the Dead Know Brooklyn," Wolfe
"For Esmé--With Love and Squalor," Salinger
"The Law," Coates

also selections by: Mencken, Parker, McCullers, Saroyan, Wharton
Joyce, Huxley, Conrad, Shaw

American Literature From 1945

Short Stories:

"The Affair at 7 Rue de M_," Steinbeck
"The Beast From 20,000 Fathoms," Bradbury
"The Prison," Malamud
"The Patented Gate and the Mean Hamburger," Warren
"The Alligators," Updike
"Gaston," Saroyan
"A Christmas Memory," Capote

Essays:

"A Slight Sound at Evening," White; "Backwards Into the Fray," Sevareid
"Cloudland Revisited: Rock-A-Bye, Viscount in the Treetop," Perelman
"Tragedy for Moderns," Atkinson; "The Obligation to Endure," Carson
"Inaugural Address," Kennedy

Drama:

"The Glass Menagerie," Williams

Six Great Short Novels

The Bear, Faulkner*
The Dead, Joyce*
The Overcoat, Gogol*
Billy Budd, Melville
Noon Wine, Porter
The Pilgrim Hawk, Wescott

Six Great Modern Plays

"All My Sons," Miller*
"Three Sisters," Chekhov
"The Master Builder," Ibsen
"Mrs. Warren's Profession," Shaw
"Red Roses For Me," O'Casey
"The Glass Menagerie," Williams

*Preferred for book reporting

ADVANCED PLACEMENT

J. PAUSCH

Description:

This course is designed for the academically talented and advanced student of literature. It is an in depth study and analysis of classical literature which is prescribed by the college board. In May, the students take a 3 hour, standardized test which is written in essay form and for which there is a fee. If the student passes the examination with a score of "3" or above, he enters college with 10 units of English. During the course the student writes frequent analytical papers about poetry, novels and plays. Class members are screened by the staff.

Modular Schedule:

1 or 2 large groups of 3 mods each (depending on enrollment)
2 small groups for 2 mods each 3 or 4 times each week, depending on the number of times the large group meets.

Objectives:

1. To read poetry and understand: form, metaphoric language, style, content.
2. To read novels and analyze: language, form, characterizations, style.
3. To read plays and analyze: form, characterizations, language, technique.
4. To criticize in written form using the Aristotelian method; also to know the three other methods of literary criticism.
5. To analyze in written form showing the students' superior writing ability, also his superior ability to respond to and analyze literature.
6. To pass the Advanced Placement examination with a score of 3 or above.

Materials:

Norton Anthology of English Literature, Vols. I and II
England in Literature
The Secret Sharer and Heart of Darkness
The Dubliners
Macbeth: Hamlet; Henry IV part I
Shakespeares England
Milton's Poems and Samson Agonistes

Supplementary:

Paperbacks from suggested list of A.P. board

Advanced Placement Curriculum Palm Springs High School 1968-1969

Mrs. J. Pausch, Instructor

Texts: Norton Anthology (Vols. I and II) of English Literature England in Literature; Writing About Poetry, Heart of Darkness and The Secret Sharer; The Scarlet Letter; The Dubliners and paperbacks of authors on the list attached.

Students: Screened by committee from the 11th grade honors English class. They had studied American literature using the Laureate edition of Adventures in American Literature. They were weak in literary terminology and form. Their achievement scores were above 99th percentile in comprehension and literature.

Class Meeting: Modular scheduling: 20 minute mods, 8 mods a week which equals almost 3 hours weekly in class. Much work was done in the resource center and library in addition to homework.

Curriculum:

We had to begin with American Literature, literary types, terms, symbolism. We began with the Scarlet Letter. Then we discussed the four techniques of criticism and we agreed to use the Aristolelian technique; we concentrated on form, structure, and the artist's intent and meaning.

We began the English literature with the Spenserian sonnet. We compared the Spenserian sonnet with the Italian form. Terms were added to their vocabulary: anjamb, Alexandrine, ceasura. Writing assignments were analyses of Spenserian sonnets.

Next we studied Shakespearean sonnets, wrote analyses and moved on to Macbeth and Hamlet. They viewed Douglas Cambell's films of each play. Then we studied Bacon, Marlowe and supplementary works.

We began our study of Milton with a discussion of religious beliefs of the Elizabethans; included was the political turmoil.

We studied Milton's sonnets, lyrics, form and technique. The students studied and wrote analyses and comparisons of "L'Allegro" and "II Penseroso." They wrote comparisons of "Methought I saw," "When I have Fears" and the last 12 lines of Samson Agonistes. Most of them studied or read parts of Paradise Lost.

We then studied Pope's epistles and his mock epic, "The Rape of the Lock."

From Pope we moved on to Wordsworth and the "Introduction to Lyrical Ballads."

The next large unit was Romanticism. We read Wordsworth's major works. The students wrote critical papers.

We followed with Keats. We read his early attempts to see his creative development. We discussed his letters, odes, theories, methods and wrote a critical analysis of the 2 versions of "Bright Star."

We began the formal discussion of the novel with Austen and the students read Pride and Prejudice. I lectured on the novel and they read novels from the reading list.

Formal discussion of Browning and reading of his dramatic narratives followed. We discussed his theory of art; and the Victorian Period.

The students read Mathew Arnold's essays on their own and we studied "Dover Beach" in class.

The Assigned reading was Conrad's, Secret Sharer and The Heart of Darkness; Hardy's Tess of the D'Urbervilles; Joyces Dubliners, Shaw's, Devil's Deciple, and others from the list; Desire Under the Elms.
I repeated the assignment of the previous year; a comparison of Spencer's "Ammoretti" with Dickinson's "After Great Pain." They compared the symbols, form, and tone and wrote critical papers.

They also answered critical questions based on Heart of Darkness.

They wrote an essay based on a chapter from Maugham's, Cakes and Ale in which he criticized Keats' theory of beauty.

We listened to Dylan Thomas reading "And Death Shall Have No Dominion" and Richard Burton reading "Do Not Go Softly into That Sweet Night." They wrote critical papers about them. Then they compared the poems with John Donne's poems about death and eternal life. They wrote critical papers about John Donne's work.

At the time of the exam, they were working on Joyce's, Dubliners. They will write a character sketch of the boy in "Araby" and a critical paper on the entire collection.

The students wish to study some modern writers and we will finish the year's work with modern poets of their choice.

I have attached the composition questions I assigned in addition to the critical assignments.

Their final examination will be an essay, written in class, based on a quotation of Keats: "Truth is beauty, beauty truth/that's all ye need to know."

The attached reading assignments reflect the discussion of other writers and works.

RECOMMENDED Reading for students in Advanced Placement English J. Pausch

BACKGROUND: Translations of Sophocles, Cervantes, Moliers, Chekhov, Ibsen, Dostoevsky, Tolstoy.

Familiarity with a variety of genres. (prose, poetry)

Knowledge of historical background-Greek mythology, Norse mythology (Hamilton is excellent and in paperback)
Roman mythology
Ancient Greece, Ancient Rome, Medieval and Renaissance Periods
Elizabethan and Victorian periods in England
Norman and Anglo-Saxon cultures (influenced in values, language)
Hebrew and Christian literature (heroes, prophets, chroniclers)
Plutarch, Josephus-etc.

DRAMA: Shakespeare, HAMLET, MACBETH
Synge, RIDERS TO THE SEA
O'Neill, EMPORER JONES, DESIRE UNDER THE ELMS
Miller, ARTHUR, DEATH OF A SALESMAN, A VIEW FROM THE BRIDGE
Williams, A STREETCAR NAMED DESIRE, GLASS MENAGERIE
Greek Tragedies (many translations by Maxwell Anderson, etc.)
OEDIPUS, ANTIGONE.

COMEDY: Shakespeare, A MIDSUMMER NIGHT'S DREAM
Johnson, VOLPONE
Gongreve, THE WAY OF THE WORLD
Goldsmith, SHE STOOPS TO CONOUER
Sheridan, THE SCHOOL FOR SCANDAL
Wilde, THE IMPORTANCE OF BEING EARNEST
Shaw, MAJOR BARBARA, THE DEVIL'S DECIPLE

HISTORY: Shakespeare, HENRY IV, PART I
Shaw, ST. JOAN

POETRY: Narrative

Milton, Pope, Cowper, Wordsworth, Keats, Browning, Tennyson, Hardy, Robinson, Frost, Jeffers, Eliot.

Lyric

Wyatt, Sidney, Johnson, Shakespeare, Donne, Herrick, Hervert, Milton, Marvell, Blake, Burns, Wordsworth, Byron, Keats, Tennyson, Browning, Arnold, Dickinson, Hardy, Hopkins, Keats, Frost, Auden, Roethke, Lowell.

PROSE: Novel
Austen, PRIDE AND PREJUDICE, EMMA
Fielding, JOSEPH ANDREWS

Hawthorne, THE SCARLET LETTER
Thackeray, VANITY FAIR
Dickens, GREAT EXPECTATIONS
Bronte', JANE EYRE
Bronte', WUTHERING HEIGHTS
Melville, BILLY BUDD
Eliot, ADAM BEDE
Twain, HUCKLEBERRY FINN

Hardy, TESS OF THE D'URBERVILLES, THE MAYOR OF CASTERBRIDGE
James, WASHINGTON SQUARE, PORTRAIT OF A LADY
Conrad, VICTORY, LORD JIM, HEART OF DARKNESS
Joyce, PORTRAIT OF THE ARTIST AS A YOUNG MAN
Fitzgerald, THE GREAT GATSBY, TENDER IS THE NIGHT
Faulkner, THE BEAR, LIGHT IN AUGUST
Hemingway, THE SUN ALSO RISES, A FAREWELL TO ARMS
Warren, ALL THE KINGS MEN

SHORT STORY: Hawthorne, Melville, Conrad, Crane, Joyce (THE DUBLINERS), Lawrence, K. A. Porter, Faulkner, Hemingway, O'Faolian, Welty

EXPOSITORY LITERATURE: Addison, Steele, Franklin, Johnson, Goldsmith, Boswell, Lamb, Hazlitt, Carlyle, Emerson, Macaulay, Mill Thorceau, Arnold, T.H. Huxley, Mencken, E. B., White, Orwell

ALLEGORY AND SATIRE: Bunyan, THE PILGRIM'S PROGRESS, I
Swift, GULLIVER'S TRAVELS

NOTE: Most of these selections are in paperbacks. Go to a bookstore and hunt for your own copies; ask the dealer to look up the selections by author or title and order them for you. If you can, get a copy of DUBLINERS, James Joyce, Viking Press, $1.45 because we will study it. With a copy of a book of your own, you can underline and make marginal notes. However, we will have sets of essay selections and HENRY IV, PART I. I am not requiring that you buy books, but <u>suggesting</u>.

If you can see any of the plays this summer, do try to see them. Watch TV guides for productions of plays listed.
Take notes, look up words, read a few philosophies (of literature) improve your spelling, read any of the works listed and try to analyze them with the skills you already have...note romantic trends, etc.....

HAVE FUN.....SEE YOU IN THE FALL